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AUTHOR Lawson, Patricia
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INSTITUTION Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.
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ABSTRACT

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. (The modules are the result of a project designed to develop and test instructional packages for use in performance-based vocational administrator education in West Virginia, but with a high level of transportability.) The module focuses on what criteria must be examined to establish a person as handicapped or disadvantaged, and sources for establishing or modifying programs for the handicapped or disadvantaged. The activities are primarily based on having the learner read a list of suggested materials and participate in a discussion or meeting related to the subject. The following are included: introduction, terminal objective, summary of content, procedures, suggested resources (documents and a facility), pretest, posttest, learning activities, and an answer manual. (SH)

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Writing and Stating Characteristics Of Persons Who Qualify As Handicapped Or Disadvantaged.

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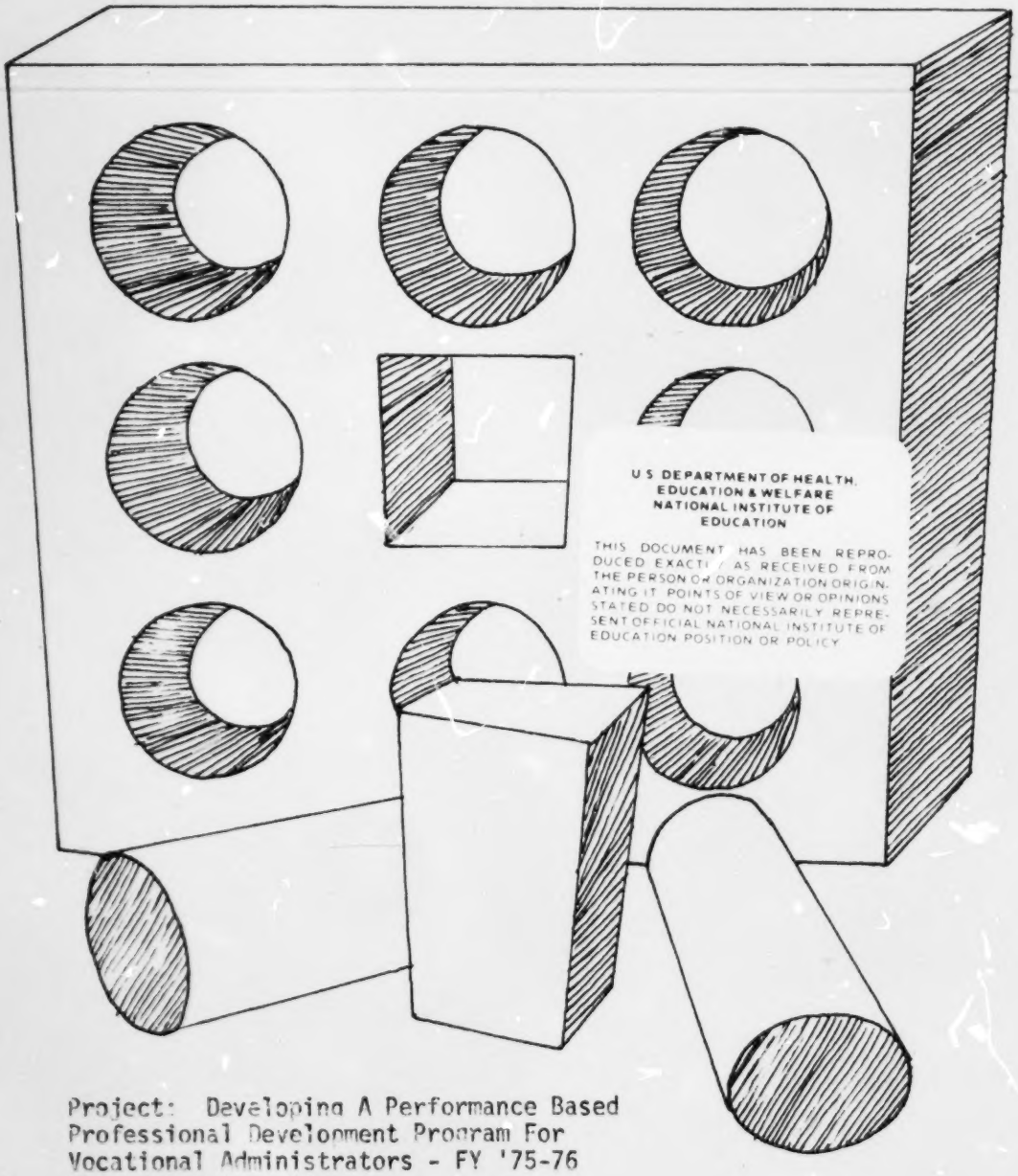

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Project: Developing A Performance Based
Professional Development Program For
Vocational Administrators - FY '75-76
Marshall University
Department of Occupational, Adult and Safety Education
Huntington, WV 25701

Written by: Patricia Lawson
Edited by: Deborah Watson
Patricia Lawson

CE 012 808

Instructor's Guide for the
Use of Individualized Modules

In each of the Individualized Modules you will find all or some of the following components:

1. Introduction
2. Terminal Objective
3. Content
4. Procedures
5. Student Competency Sheet
6. Resources
7. Pre-Test and/or Post-Test
8. Learning Activities
9. Simulation
10. Answer Manual

For the most part the material is self-explanatory and if so noted, certain pages are consumable.

In some of the modules, activities other than reading and responding through written communication are required. In these instances where seminars, site visitations, workshops, etc., are required, with the instructor directing the activity, the instructor is directed to utilize the Individualized Module and to inject his/her own methods for making the activity a success.

All materials to be evaluated are to be turned into the instructor. When a student has not achieved the competency required in the specific activity, the instructor is requested to develop a plan to correct the deficiency.

INTRODUCTION

Vocational and Technical Education is a program of specialized studies designed to prepare the learner for employment in a particular occupation or family of occupations. The primary objective of vocational education is to prepare the learner to enter into employment, and advancement in his chosen career.[1]

The handicapped person placed in a regular class room requires individualized instruction and educational experiences adapted to meet his unique needs. Equal educational opportunity for the handicapped person means integration of the person, whenever possible, into the mainstream of a regular classroom.

The disadvantaged student is one who is unable to succeed in a regular program without special assistance or services. Such services may be found in the form of modification of regular programs, special supplementary educational services, or special education programs designed specifically for the disadvantaged student.

The states and school districts have been challenged by the Vocational Education Amendments of 1968 to provide programs and services for the handicapped and disadvantaged. However, to do this, information is needed. For example, information on number of persons to be served, classified by type of disadvantage or handicap is necessary to make accurate evaluations and analysis of programs and expenditure of funds.[2]

What criteria must be examined to establish that a person is handicapped or disadvantaged? Where do you go to find the guidelines to establish or modify programs for the handicapped or disadvantaged? It is hoped that the information in this module will help to answer some of these questions.

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[1] Ralph C. Wenrich and J. William Wenrich, Leadership in Administration of Vocational and Technical Education, Columbus, Ohio: Charles E. Merrill Pub. Co., 1974, p. 38.

[2] U.S. Department of Health, Education, and Welfare Office of Education, "Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Education Amendments of 1968," Wash., D.C.: Government Printing Office, 1972.

TERMINAL OBJECTIVE

THE FOLLOWING IS WHAT YOU WILL BE CAPABLE OF DOING UPON SUCCESSFUL COMPLETION OF THIS PACKET:

The Learner will demonstrate his understanding of the differences between a disadvantaged and handicapped student by writing definitions of both and categorizing each one. The learner will also define each category and will list at least three sources of information concerning the handicapped and disadvantaged. (These sources must be dated 1968 or after and will have been printed by the State Department of Education, Department of Vocational Education and/or by the U.S. Office of Education.

CONTENT

On the following pages you will find:
Student Competency Sheet
Pre-Test
Learning Activities
Self-Test
Post-Test

In the Learning Activities you will find Tasks with Activities to help you accomplish these tasks, questions to answer, self-tests to measure your progress and model answers.

PROCEDURES

After reading the Introduction, Terminal Objective and Content:

1. Decide whether you already have the competency identified in the Terminal Objective and proceed directly to the Post-Test.

2. Proceed to Pre-Test and assess your present skills to determine which Learning Activities pertain to the parts you are unsure of.

3. Go straight through the packet.

STUDENT COMPETENCY SHEET

Program: Vocational Administrators Curriculum

Unit: Writing and Stating Characteristics of persons who qualify as handicapped or disadvantaged.

Competency Statement: Demonstrate competency in his/her understanding of the differences between a disadvantaged and handicapped student by: (1) writing definitions of both and categorizing each one (2) defining each category, and (3) listing at least three sources of information concerning the handicapped and disadvantaged.

Learning Activities: Within this module are several different varieites of learning activities aimed at leading you to attain and demonstrate the competencies named above. Many of these activities will require reading from suggested references, some activities require that you complete writing assignments and one activity requires that you be present at the seminar.

Criterion Evaluation: There are specific tasks associated with the learning activities in this module. Each of these specific tasks is an enabling objective which states exactly what behavior the learner is expected to exhibit, under what conditions he is expected to do it, and how well it is to be done. Thus, each task statement in this module states the exact standards by which the learner's performance is going to be judged. This is the criterion evaluation.

Resources: Instructor

Books:

Federal Register, Vol. 35, No. 91, Part III, May 9, 1970, Sec. 102.3

Guidelines, Special Programs Exemplary, Disadvantaged and Handicapped, State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston, W. V.

Smith, Robert M. Clinical Teaching: Methods of Instruction for the Retarded, New York: McGraw Hill Book Company, 1968, Chapter 10.

Suggested Utilization of Resources and Guide for Expenditures. Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Education Amendments of 1968, U.S. Department of HEW, Office of Education, Bureau of Adult, Vocational, and Technical Education, 1972.

Vocational Education State Plan, West Virginia, Part I, 1975.

Centers: The student will be required to see the instructor to set up visitations to one vocational center for the handicapped and two vocational centers serving disadvantaged individuals. A map showing the location of these sites is attached.

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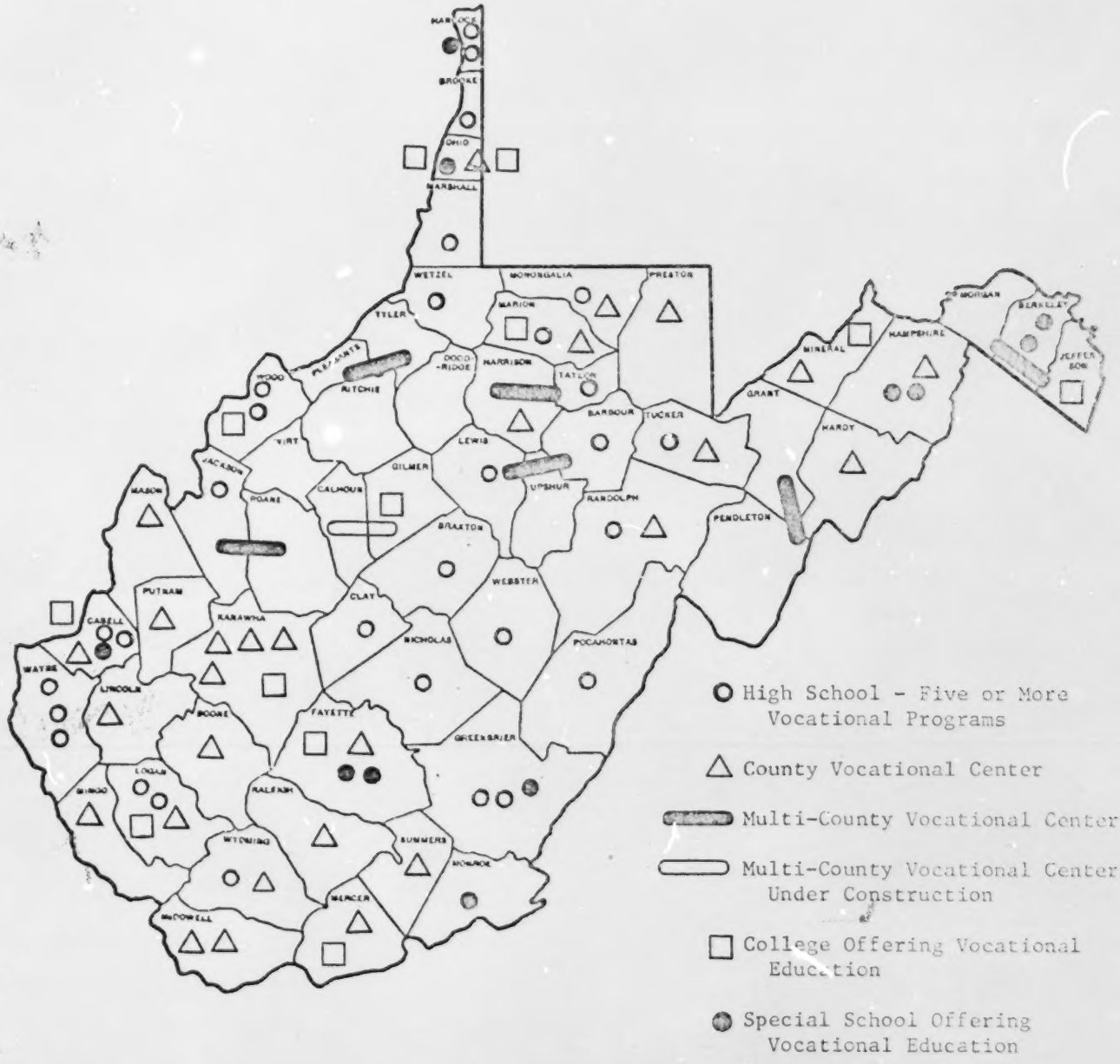

(PRE-TEST)

According to the reading, (1) write the definition of a Handicapped individual and the definition of a disadvantaged individual; (2) categorize in writing the two different types of disadvantaged persons and define each category; (3) categorize into writing the eight different handicapping conditions and define each condition; and (4) list three sources of information one would refer to in defining the handicapped. (These sources must be dated 1968 or after and will have been printed by the State Department of Education, Department of Vocational Education and/or by the U.S. Office of Education.) These will be written with 95% accuracy and will be turned into the instructor for evaluation.

LEARNING ACTIVITY I

Task I

THE LEARNER WILL STATE IN WRITING THE DEFINITION OF A DISADVANTAGED PERSON AS OUTLINED IN THE READING WHICH WILL BE WRITTEN WITH 100% ACCURACY TO BE TURNED INTO THE INSTRUCTRO FOR EVALUATION.

I-A

Read:

A.1 Federal Register, Vol. 35, No. 91, Part III, May 9, 1970, Sec. 102.3--Definition, p. 7335.

or

A.2 Suggested Ulilization of Resources and Guide for Expenditures. Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Education Amendments of 1968, U.S. Dept. of HEW, Office of Education, Bureau of Adult, Vocational, and Technical Education, August 2, 1972, p. 2, part (1).

or

A.3 Vocational Education State Plan, West Virginia, Part I, 1975, p. 54, Sec. 3.12 and p. T21, Appendix A.

I-B

After completing Activity A, the learner will state the definition of a disadvantaged person as defined in the reading material. This definition will be written with 100% accuracy and will be turned into the instructor for evaluation.

If you successfully completed the task in Learning Activity I you should proceed to Learning Activity II. If you need to acquire more knowledge or skill in order to perform as expected in Task I reread the material in I-A and try I-B again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY II

Task II

THE LEARNER WILL CATEGORIZE IN WRITING THE TWO DIFFERENT TYPES OF DISADVANTAGED PERSONS AND WILL DEFINE EACH CATEGORY FOLLOWING THE DEFINITION AND CATEGORIZATIONS AS OUTLINED IN THE READINGS IN ACTIVITY A. THESE WILL BE WRITTEN WITH 100% ACCURACY.

II-A

Read:

A.1 Guidelines, Special Programs, Exemplary, Disadvantaged and Handicapped, State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston, W. V., pp. 3-4-5-.

or

A.2 Suggested Utlization of Resources and Guide for Expenditures. Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Eduction Amendments of 1968, pp. 14-15-16-17.

II-B

After completing the reading in Activity A, the learner will categorize in writing the two different types of disadvantaged persons and will define each category following the definition and categorization as outlined in Task II, Activity A.1 or A.2. These will be written with 100% accuracy and will be turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity II you should proceed to Learning Activity III. If you need to acquire more knowledge or skill in order to perform as expected in Task II reread the material in II-A and try II-B again. If you still feel you need more information to complete the task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY III

Task III

THE LEARNER WILL STATE IN WRITING THE DEFINITION OF A HANDICAPPED PERSON AS OUTLINED IN THE READING WHICH WILL BE WRITTEN WITH 100% ACCURACY AND BE TURNED INTO THE INSTRUCTOR FOR EVALUATION.

III-A

Read:

A.1 Federal Register* Vol. 35, No. 91, Part III, May 9, 1970, Section 102.3--Definitions, p. 7335.

or

A.2 Suggested Utilization of Resources and Guide for Expenditures, Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Education Amendments of 1968, U.S. Dept. of HEW, Office of Education Bureau of Adult, Vocational, and Technical Education* August 2, 1972, p. 2, part (o).

or

A.3 Vocational Education State Plan* West Virginia, Part I, 1975, p. 55 Sec. 3.13 and p. 126, Appendix A.

Public Law 94- 142 (A portion of Sec. 4 is included.) Must also be reviewed.

III-B

After completing the reading in Activity A the learner will state in writing the definition of a handicapped person. This will be written with 100% accuracy and turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity III you should proceed to Learning Activity IV. If you need to acquire more knowledge or skill in order to perform as expected in Task III reread the material in III-A and try III-B again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY IV

Task IV

THE LEARNER WILL CATEGORIZE IN WRITING THE EIGHT DIFFERENT HANDICAPPING CONDITIONS AND WILL DEFINE EACH CONDITION FOLLOWING THE CATEGORIZATION AND DEFINITIONS AS OUTLINED IN THE READINGS IN ACTIVITY A. THESE WILL BE WRITTEN WITH 100% ACCURACY AND WILL BE TURNED INTO THE INSTRUCTOR FOR EVALUATION.

IV-A

Read:

A.1 Guidelines, Special Programs, Exemplary, Disadvantaged and Handicapped, State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston, W. V., pp. 7-8-9-

or

A.2 Suggested Utilization of Resources and Guide for Expenditures, Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Education Amendments of 1968, pp. 22-23-24-25.

IV-B

After completing the reading in Activity A the learner will categorize in writing the eight different handicapping conditions and will define each condition. These will be written with 100% accuracy and will be turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity IV you should proceed to Learning Activity V. If you need to acquire more knowledge or skill in order to perform as expected in Task IV reread the material in IV-A and try IV-B again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY V

Task V

THE LEARNER WILL PARTICIPATE IN A SEMINAR, (NOTIFICATION WILL BE MADE BY MAIL FOR DATE AND TIME) DEALING WITH THE VISITATION OF VOCATIONAL CENTERS FOR HANDICAPPED AND DISADVANTAGED INDIVIDUALS.

V-A

Read:

Clinical Teaching: Methods of Instruction for the Retarded, by Robert M. Smith, Chapter 10. New York: McGraw Hill Book Company, 1968.

Complete the Self-Test

V-B

The learner will participate in a seminar which will cover:

(1) Location of Vocational Centers for handicapped and disadvantaged individuals.

(2) Readings from Activities

(3) Answers to the Self-Test

(4) Areas of specialization covered at these centers.

(5) Types of modifications found at the centers.

(6) Discussion with students concerning their handicap or disadvantaged condition.

(7) Material to be covered in the interview.

After completing the Learning Activity V continue on to Learning Activity VI.

SELF-TEST

Having read the assigned material in the Activities, apply the definitions of a Handicapped or Disadvantaged to the following situations and label them (H) Handicapped, (D) Disadvantaged or (NA) Not Applicable. After you have made your judgement write a brief statement defending each labeling. An answer sheet that is consummable is provided.

The answers will be discussed during the seminar in Activity B, Task V.

1. Jay lives at the poverty level in a 2 bedroom apartment, and shares his room with 4 brothers. He is extremely sensitive when constructively criticized in school. His father is unemployed, and an alcoholic and his mother is schizophrenic.

2. Lilly is 16 and a mother of 4 month old child. She has repeadly been in trouble with law enforcement officials. Her parents quarrel continuously over finances. There is no financial assistance given to Lilly by her parents and she has had to apply for Welfare.

3. Sam is a Mexican-American who frequently misses school to help his mother take care of the other children at home while she does domestic work Sam is 14 and reads English at a 4th grade level.

4. Jane has an average IQ for a 16 year old but requires the use of cane when walking.

5. Alice is 15 and has an IQ of 68 and she is orthopedically handicapped. Alice comes from a low-middle class family.

6. Tom is a member of a minority group and 19 years of age. He is unskilled, a high school dropout and has a criminal record for petit larcency.

7. Sandy is blind. She is 17 years of age and comes from a low-middle class family. Her grades have always been good. She would like to obtain skills in homemaking and home economics.

Self-Test Answer Sheet

1.

2.

3.

4.

5.

6.

7.

LEARNING ACTIVITY VI

Task VI

THE LEARNER WILL VISIT A VOCATIONAL CENTER FOR THE HANDICAPPED AND TWO CENTERS FOR DISADVANTAGED INDIVIDUALS. THE LEARNER WILL WRITE AN ANALYSIS OF THE HANDICAP OF THREE STUDENTS INTERVIEWED AT THE FIRST CENTER AND AN ANALYSIS OF THE DISADVANTAGED CONDITION OF TWO STUDENTS AT THE OTHER CENTERS. THESE ANALYSES WILL BE TURNED INTO THE INSTRUCTOR FOR EVALUATION.

VI-A

The learner will visit a vocational center for the handicapped and will observe handicapped students while they are involved in the vocational program. While at the center, the learner will interview three students and will write an analysis of the students handicap. The learner will include in the analysis a specific definition of the handicap and will categorize it according to the previous reading. This visit will be arranged by the instructor. This analysis will be turned into the instructor for evaluation.

VI-B

The learner will visit two vocational training centers which work with disadvantaged individuals and will observe students while they are involved in the program. While at the center, the learner will interview two students disadvantaged condition. The learner will include in the analysis the specific category into which the interviewees' situations fall. The visits will be arranged by the instructor. These analysis will be turned into the instructor for evaluation.

If you successfully completed the Activities in Learning Activity VI go to Learning Activity VII. If you feel you need further assistance, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY VII

Task VII	THE LEARNER WILL EITHER ORALLY OR IN WRITING LIST THREE SOURCES OF INFORMATION ONE WOULD REFER TO IN DEFINING THE DISAD-ADVANTAGED AND HANDICAPPED. (THERE SOURCES MUST BE DATED 1968 OR AFTER AND WILL HAVE BEEN PRINTED BY THE STATE DEPARTMENT OF EDUCATION, DEPARTMENT OF VOCATIONAL EDUCATION, AND/OR BY THE U.S. OFFICE OF EDUCATION. THESE SOURCES WILL BE TURNED INTO AND EVALUATED BY THE INSTRUCTOR.
VII-A	The learner is to complete Task VII a stated.

After completing Task VII you are to evaluate your ability to achieve the competencies identified in the Terminal Objective by completing the Post-Test.

(POST-TEST)

According to the reading (1) write the definition of a Handicapped individual and the definition of a Disadvantaged individual; (2) categorize in writing the two different types of disadvantaged persons and define each category; (3) categorize into writing the eight different handicapping conditions and define each condition; and (4) list three sources of information one would refer to in defining the handicapped. (These sources must be dated 1966 or after and will have been printed by the State Department of Education, Department of Vocational Education and/or by the U.S. Office of Education.) These will be written with 95% accuracy and will be turned into the instructor for evaluation.

Writing and stating characteristics of persons who qualify as handicapped or disadvantaged.

ANSWER MANUAL

Marshall University
Department of Occupational, Adult and Safety Education
Huntington, West Virginia

This booklet will provide the instructor with directions on how to conduct courses using the Competency-Based Learning Module process.

The Learning Module contains an introduction, procedure page, pre- and post-tests, terminal objectives, tasks, and activities to complete the tasks. The Learning Module is self-explanatory and if so noted certain pages are consumable.

In some of the modules, activities other than reading, and responding through written communication is required. In these instances where seminars, site visitations, workshops, etc. are required, with the instructor directing the activity, the instructor is directed to utilize the Module and to inject his own methods for making the activity a success.

All materials to be evaluated are to be turned into the instructor. When a student has not achieved the competency required in the specific activity the instructor is requested to develop a plan to correct the deficiency.

Answers to Pre-Test and Post-Test

(1) The definition of a handicapped person is "those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired* or other health impaired persons who, by reason of their handicapping condition cannot succeed in a regular vocational program without special educational assistance, or who requires a modified vocational program. (See Special Program Guidelines for categories, age limitation, and identification and selection criteria.)

The definition of a disadvantaged individual is "those persons who have academic, socioeconomic, cultural or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without. Such handicaps, and who for that reason require specially designed programs. The term includes persons whose needs for such a program result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large but does not include physically or mentally handicapped persons.

*The Education of the Handicapped Act been amended in Section 602 of the Act (20 U.S.C. 1402) by striking out crippled " and inserting in lieu thereof " ortnopedically impaired."

(2) The two different types of disadvantaged persons are:

1. Academically Disadvantaged
2. Socioeconomically or Culturally Disadvantaged.

A definition of each of these two categories is found on pages 3-4-5 of Guidelines Special Programs Exemplary, Disadvantaged and Handicapped, or pages 14-15-16-17 of Suggested Utilization of Resources and Guide for Expenditures.

(3) The eight different handicapping conditions are:

1. Mentally Retarded
2. Hearing Impaired
3. Speech Impaired
4. Visually Handicapped
5. Crippled
6. Seriously Emotionally Disturbed
7. Learning Disabled
8. Other Health Impaired.

A definition of each of these eight categories is found on pages 22-23-24-25 of Suggested Utilization of Resources and Guide for Expenditures, or pages 7-8-9 of Guidelines Special Programs Exemplary, Disadvantaged and Handicapped.

(4) The following is a list of sources one would refer to in defining the handicapped or disadvantaged:

1. Federal Register, Vol. 25, No. 91, Part III, May 9, 1970, Sec. 102.3.

2. Guidelines, Special Programs Exemplary, Disadvantaged, and Handicapped, State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston, WV.

3. Suggested Utilization of Resources and Guide for Expenditures. Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Education Amendments of 1968, U.S. Department of HEW, Office of Education, Bureau of Adult, Vocational, and Technical Education, 1972.

4. Vocational Education State Plan, West Virginia Part I, 1975.

ANSWERS TO LEARNING ACTIVITIES

Learning Activity I, II, III, IV

The answers can be found in Activity A (the readings) of each Learning Activity. If more than one reading is suggested the material in either reading is acceptable.

Learning Activity V

No grade is given. Students are required to attend the seminar. The main intent of the seminar is to prepare the student for visitations to Vocational Centers dealing with the Handicapped and Disadvantaged. In addition to the areas listed in Activity B, the instructor may wish to cover other areas.

Learning Activity VI

The analysis of each student interviewed is to be evaluated by the instructor for accuracy in defining and categorizing his/her handicapping condition or disadvantaged situation.

Learning Activity VII

The following is a list of sources one would refer to in defining the handicapped or disadvantaged:

1. Federal Register, Vol. 35, No. 91, Part III, May 9, 1970, Sec. 102.3.

2. Guidelines, Special Programs Exemplary Disadvantaged and Handicapped, State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston, WV.

3. Suggested Utilization of Resources and Guide for Expenditures. Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Education Amendments of 1968, U.S. Department of HEW, Office of Education, Bureau of Adult, Vocational, and Technical Education, 1972.

4. Vocational Education State Plan, West Virginia Part I, 1975